

DOCUMENT RESUME

ED 231 851

TM 830 376

AUTHOR Scott, Aurelia C.
 TITLE The Impact of a Multi-Phased Assessment on the Planning, Implementation and Management of Federal Education Programs.
 PUB DATE 14 Apr 83
 NOTE 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, April 11-15, 1983); The appendices are marginally legible due to small print.
 PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)
 EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Deafness; Educational Policy; Evaluation Methods; *Evaluation Needs; *Federal Programs; Formative Evaluation; Instructional Films; *Needs Assessment; Program Effectiveness; *Program Evaluation; *Special Education
 IDENTIFIERS Captioned Films Loan Service for the Deaf; *Evaluability Assessment; *Performance Monitoring

ABSTRACT

The effects of a multi-phased assessment on the management and modification of Federal special education programs and policy is discussed. The purposes and methodology of the three-part assessment procedures (evaluability assessment, rapid feedback assessment, and the performance monitoring system) are presented. This is followed by a description of the ways in which the assessment techniques were used to describe, analyze, and change one program (Captioned Films Loan Service for the Deaf) in the Department of Education's Special Education Programs. The generalizability of the assessment techniques is also reviewed. (PN)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED231851

The Impact of a Multi-Phased Assessment
on the Planning, Implementation and
Management of Federal Education Programs

Aurelia C. Scott

American Institutes for Research
Washington, D.C.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

* This document has been reproduced as
received from the person or organization
originating it.

□ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

Prepared for the Annual Meeting of the
American Educational Research Association

Montreal, Canada

14 April 1983

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

A.C. Scott

Printed in U.S.A.

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

	<u>Page</u>
THE ASSESSMENT PROCESS	2
Evaluability Assessment	2
Rapid Feedback Assessment	6
Performance Monitoring System	8
MULTI-PHASED ASSESSMENT OF THE CAPTIONED FILMS LOAN SERVICE FOR THE DEAF	9
Context of the Assessments	10
Summary of the Evaluability Assessment Findings . . .	11
Summary of the Rapid Feedback Assessment Findings	14
Use of the EA/RFA Findings	17
Summary of the Performance Monitoring System	19
Use of the Performance Monitoring System	24
CONCLUSIONS	26

APPENDIX A

Prototype Model: ECF Selection and Captioning
ECF Delection and Captioning: Performance Monitoring Chart

This paper discusses the effects of an evaluability assessment, rapid feedback assessment and performance monitoring system on the design, management and modification of Federal special education programs.

The purposes and methodology of the assessment process will be presented, followed by a discussion of the ways in which the assessment techniques have been used successfully to meet the needs of policymakers and program managers in the U.S. Department of Education's Special Education Programs (SEP). Lastly, the ways in which the assessment information has been used by SEP to describe, analyze and change policy and programming will be discussed.

The evaluability assessment (EA), rapid feedback assessment (RFA) and performance monitoring system discussed in this paper were conducted under an umbrella contract with the U.S. Department of Education's Division of Performance Management Systems. They are three of the fifteen short-term assessments conducted by the American Institutes for Research (AIR) since 1980.

THE ASSESSMENT PROCESS

Evaluability assessment is a management tool used to provide administrators and policymakers with immediately useful information on the effectiveness of their programs.

The assessment process, as adapted by AIR, consists of three distinct phases: the evaluability assessment, the rapid feedback assessment, and the performance monitoring system. These phases are sequential: the design of a performance monitoring system generally follows a rapid feedback assessment, and a rapid feedback assessment follows an evaluability assessment. Yet, it is the information needs of the program managers and policymakers that determine the extent of the work to be conducted, and there are many times, for example, when an EA or an EA/RFA may be sufficient.

Evaluability Assessment

An evaluability assessment is used to determine the extent to which a program can meet its goals, and the extent to which it is, or is not ready for further evaluation.

An evaluability assessment is generally a five-stage process. The five stages serve to answer the following questions:

What is the program supposed to look like?

Through a series of interviews with program management and policymakers (where appropriate), and a review of internal and external program documents, the assessment team develops a description of the program. Several types of descriptive program models are then developed that depict:

- the intended logic of the program; and
- the activities and processes used to carry out this logic.

The program description and the logical models document the extent to which the agreed-upon program objectives, measures, and measurement systems are in place, and the extent of agreement or disagreement among the different perspectives represented in the models.

What does the program actually underway look like?

In this phase, the description of the intended program is compared to the way the program actually operates. In order to obtain an accurate understanding of activities in

the field, staff conduct site visits to a small sample of program grantees and contractors. While on site, interviews are conducted with grant administrators and service providers, and documentation describing project goals and activities is collected. In addition to providing a clear picture of grantee activities, site visits are used to:

- determine the type and availability of grantee performance data;
- assess the measurability of program objectives at the field level;
- obtain field staff views on the feasibility of the program's strategy for success; and
- identify discrepancies between the intended program and the actual program.

This site specific information is used to generate function models depicting the flow of activities, information and resources that result from the Federal program.

Which objectives are plausible given the program as it is currently operating?

Based on all the information gathered, and models developed to that point, the plausibility of each previously defined program objective is assessed. The

discrepancies identified in the previous stage are examined to determine whether or not it is reasonable to expect that the program will accomplish its objectives.

What are possible measures or indicators of program performance?

The plausibility information is then used to develop a model identifying performance measures that can be used to assess the program's progress toward accomplishing its objectives. Potential data sources that can provide the measurement information are also identified. If resources were infinite, a complete evaluation would be able to assess every activity and outcome. As resources are often limited, only those program components of most importance to program administrators and staff are measured.

The measurement models are examined for their utility and accuracy, and those measurement issues and program performance questions of the highest priority for further evaluation are identified.

What management and evaluation options can be undertaken
for program improvement?

Finally, assessment staff recommend a series of specific management and evaluation actions that the program can implement immediately to improve its functioning. Reviewed by program staff, whose comments are incorporated, these actions often propose strategies to reduce or eliminate the discrepancies identified earlier.

Rapid Feedback Assessment

An RFA builds upon the information gathered during an EA.

To summarize the previous section, an EA determines, in part: (1) the extent to which a program is ready for evaluation; (2) what changes can be made to make the program more manageable and accountable; and (3) what measurement issues and program performance questions could be investigated in later evaluation activities.

An RFA focuses on those components of a program found in the EA to be ready for evaluation and:

- provides a preliminary evaluation of program performance by summarizing available or readily obtainable information on the efficiency,

effectiveness, and responsiveness of the program;

- identifies indications for change in program activities that would enhance program performance;
- analyses and suggests solutions to the problems likely to be encountered in further full-scale evaluations.

The scope of an RFA is defined during meetings with program management. The evaluation and performance questions identified in the EA provide the basis for a set of questions to be answered by an RFA. The final set of questions to be answered by the RFA are based on (1) program management's specific needs for immediately usable information and (2) the feasibility of answering the questions meaningfully within the time frame of the RFA. For each question, one or more standards are developed by which the adequacy of the information gathered can be assessed.

The answers to the agreed upon list of evaluation questions constitute the major body of information generated by a rapid feedback assessment.

Performance Monitoring System

The program performance information generated by an RFA pinpoints areas of program function and program disfunction. We have noticed that often program disfunction is caused by a combination of: activities that are not occurring as planned or needed; and by the lack of clear and reliable program performance data.

To remedy this, we have added a third phase to the evaluability/rapid feedback assessment process: the design of a monitoring system designed to allow program managers to evaluate the performance of their program. The system uses graphic models to describe the activities that constitute an effective program, and then presents the evaluation questions that need to be asked about the activities in order to monitor program effectiveness.

MULTI-PHASED ASSESSMENT OF
THE CAPTIONED FILMS LOAN SERVICE FOR THE DEAF

A multi-phased assessment of the Captioned Films Loan Service for the Deaf was conducted from January to November of 1982. The Captioned Films Loan Service for the Deaf is a free loan service to the deaf of captioned educational and theatrical (general-interest) films. The films are intended for the non-profit use of deaf persons, teachers of the deaf, interpreters, parents, and guests.

The Captioned Films Program responsibilities include: film selection (for captioning), acquisition, captioning, distribution, and management of the loan service.

During the first five months of the year, we conducted an evaluability assessment of the Captioned Films Program. The EA served to promote consensus on the program goals and determine: (1) the extent to which the program would be able to meet its goals, and (2) the extent to which the program was measurable and evaluable. This first phase of the assessment also identified programmatic issues and concerns needing further examination.

Between May and September, we conducted a rapid feedback assesment of the Captioned Films Program. This

phase provided up-to-date, usable program performance information in response to those questions and concerns raised during the evaluability assessment.

The final phase of the assessment process (October and November 1982) involved the development of an integrated performance monitoring system. The system was designed to help sustain the improvements in program efficiency and effectiveness that had resulted from the previous phases of the assessment.

Context of the Assessments

The assessments of the Captioned Films Loan Service for the Deaf were conducted at the request of the Director of the Educational Services Division (Special Education Programs) in whose division the program was housed. At the time of the assessment, the Captioned Films Program had been in operation for over twenty years. While the scope of the program had grown since its inception in 1959, the basic structure of the film delivery service had remained unchanged. Facing potential budget cuts, the program was becoming less able to meet the increased demand for captioned educational (for schools) and theatrical (for film clubs) films.

The program's main functions of film selection and distribution were managed through one contractor. That contractor was, in turn, responsible for administering the library from which the theatrical captioned films (TCF) were distributed, and for administering the subcontracts to the 60 depositories from which the educational captioned films (ECF) were distributed. While it was not involved with day-to-day program operations, the Federal program office had maintained, in addition to monitoring and reviewing, the major function of film acquisition.

Summary of the Evaluability Assessment Findings

The long-term goal of the Captioned Films Program is to promote the general welfare of the deaf by providing films that enrich their educational and cultural experiences, and bring them into better touch with the realities of their environment.

The evaluability assessment identified seven immediate program objectives on which achievement of the program's long-range goals must ultimately rest. These objectives are:

1. Films are evaluated and selected in a way that reflects and responds to consumer needs;

2. Film captions and study guides are done in a timely and cost-effective manner;
3. Film prints are acquired in a cost-effective and efficient manner;
4. Consumers of educational captioned films (ECFs) and theatrical captioned films (TCFs) are aware of available films;
5. ECF and TCF consumer registries are developed and expanded to include all eligible users;
6. Films are booked and shipped in the most effective and timely manner;
7. Consumer evaluations of the films and the service are used to improve program functioning.

Assessing the Captioned Films Program's readiness for evaluation entailed judging whether these agreed-upon objectives were plausible and measurable and whether program performance information was available to indicate progress toward achieving the objectives.

Findings from the evaluability assessment relating to each of these points are summarized below.

Plausibility of Objectives

The results of the plausibility analysis of the Captioned Films Program's immediate objectives were mixed. Briefly, three of the seven objectives (Numbers 3, 4, and 7) were judged to be entirely plausible, none was found

implausible, and the remaining four (1, 2, 5, and 6) were plausible in part. The mechanisms to support the success of the Captioned Films Loan Service for the Deaf appeared to be in place and to be functioning adequately, if not perfectly.

Measurability of Objectives and Feasibility of Locating Usable Sources of Performance Data

The evaluability assessment next assessed the measurability of the seven immediate program objectives discussed above and determined the utility to program management of acquiring further information regarding each objective. Working with program management, we identified three evaluation concerns that were of interest and that were amenable to measurement:

- How adequate are the EXF collection and services for meeting users' needs?
- How adequate are the TCF collection and services for meeting users' needs?
- How cost effective are the film acquisition and distribution procedures?

We concluded that these evaluation concerns were measurable and that data relating to program measures were for the most part available or easily obtainable.

Summary of the Rapid Feedback Assessment Findings

A set of evaluation questions was developed for the three areas of concern identified during the evaluability assessment. Responses to these evaluation questions constituted the main body of information generated during the rapid feedback assessment. The responses to the questions are summarized below.

Adequacy and Effectiveness of ECF Collection and Service

The rapid feedback assessment revealed that the ECF distribution system functioned with a high degree of efficiency (with better than a 95% success rate in booking requested films). The implementation of a computerized system of sharing films among depositories (FILMSHARE) in 1980 enabled the vast majority of accounts to receive the films they want on the dates they want "all or most of the time." As funds no longer must be spend making a copy of every captioned film for each depository, more new titles can be added to the ECF collection than was previously possible.

The process used to evaluate and select educational films to be captioned raised more questions than did the distribution system. Two major concerns arose: (1) much

of the process was undocumented, and therefore impossible to assess with any certainty; and (2) the varying ways in which data were collected and reported made it extremely difficult to assess performance at each step of the process: from needs assessment, through issuance of curriculum priorities, to the final selection of films.

Adequacy and Effectiveness of
TCF Collection and Service

The procedures for nominating, evaluating, and selecting theatrical films for captioning appeared to be working effectively. However, there was no provision for obtaining input on reactions from users, so it was not possible to assess the extent to which user's needs were being met.

There was considerable evidence to suggest that users were not receiving the films they most want. There also appeared to be some discrepancy between the way the booking procedure was described and actual practice, with the result that on at least some occasions films appear to have been booked to users that the users had not included their most recent list of 40 requests. Because data on individual account holder's requests and bookings were not maintained in a readily analyzable form, it was not

possible to determine precisely whether and to what extent this overbooking in fact occurred.

Inventory levels were inadequate to meet requests for the more popular films, as the number of requests exceeded the estimated maximum number of bookings possible for over 50% of the films in that category. For all but one of these "more popular" films, only 12 prints were available, suggesting that many of them were new additions to the collection and that the need for additional film prints for those titles had not been assessed.

Relatively little information on TCF account holders was collected or maintained; what was available (i.e., organization type and location by state) was reported as part of the combined ECF/TCF account-holder data. Information on orders, bookings, and audience count by user category was compiled semiannually to provide a basis for monitoring TCF usage. However, there was no provision for systematically obtaining feedback from users.

Cost-Effectiveness of the Film Acquisition and Distribution Procedures

The rapid feedback assessment revealed that the cost effectiveness of the film acquisition and distribution procedures differed for the ECF and the TCF collections.

Costs for development of the ECF collection and shipment of these films to clients were reasonably well documented and appeared to be satisfactory both to film users and the Federal office.

Fewer and less reliable data were available for the costs associated with the TCF collection. Film development and captioning costs were not sufficiently well documented to determine just what actual costs are. TCF shipping costs were documented.

Use of the EA/RFA Findings

The EA/RFA process is an iterative one relying on frequent contact between the evaluator and the client. We met with program managers and staff about once a month. At these meetings, all findings to date were reviewed and discussed.

The discussion process allowed program administrators to think about the Captioned Films Loan Service for the Deaf in ways that day-to-day program management rarely leaves time for. For example, staff and management together developed a workable statement of program intent and objectives; program management received and reviewed up-to-date information on how the program actually

functioned in the field, and the extent to which they would be able to meet their objectives; and they reviewed and agreed to the performance and measurement issues to be addressed in the RFA. Since the process and the findings were discussed along the way, SEP had already begun to consider certain program modifications (i.e., dismantling the Handicapped Learner Materials component of the Captioned Films Program, which took up storage space, and for which there was almost no demand) by the time the RFA Final Report was submitted. The EA/RFA information was used to modify and improve program activities during the course of the assessments.

The RFA Final Report coincided with, and was used as the basis of the new procurements for the Captioned Films Loan Service for the Deaf. Our recommendations for further program improvements and special investigations to be carried out by the contractors or a third-party evaluator, were incorporated into the new procurements.

While these specific recommendations went some way toward improving program functioning and internal monitoring, it had become evident during the RFA that the way in which program data were organized and analyzed hindered effective monitoring of major elements of the

Captioned Films Loan Service for the Deaf. The Captioned Films Loan Service needed to implement a well-designed performance monitoring system.

Summary of the Performance Monitoring System

The program performance information generated by the rapid feedback assessment and summarized in the previous sections pinpointed areas of program function and program disfunction. Several areas were noted for which clear and reliable information on program performance was not readily available. A third task was undertaken: the design of an up-graded performance monitoring system.

The purpose of the effort was twofold. We suggested changes in and/or modifications to certain activities that would improve program performance. We also designed a monitoring system that would encourage the regular collection and reporting of information on all key aspects of program performance.

The first step in designing this performance monitoring system was to develop graphic models of the program to clarify the functions of the actors involved in the Captioned Films Program. While the models generally represented the program as it operated, new activities and

modifications to procedures suggested by the results of the assessments were included where appropriate. The second step was to specify the evaluation questions we believed needed to be asked in order to evaluate the ongoing performance of each phase of ECF and TCF operations -- selection, captioning, and distribution (which includes promotion, booking and shipping).

The third step entailed the actual design of the monitoring system. This system, presented as a series of "performance monitoring charts," detailed the data collection and reporting activities that needed to occur to answer the evaluation questions introduced in the program models.

The performance monitoring system proposed in this report was a detailed and comprehensive one that could be implemented either in whole or in part, depending on program managers' priorities and resources. The modifications and innovations suggested dealt with all aspects of the Captioned Films Program. These recommendations that we believed should take priority are summarized below.

Highlights of Recommendations for Educational Captioned
Films

- Review all pre-selected films in the field (rather than reviewing some in the field and some in an evaluation workshop); reserve the annual workshop for "validation" of all field recommendations.
- Categorize films by curriculum priority areas throughout the evaluation and selection process.
- Shift responsibility for negotiating the purchase of films and the development of spotting lists from CFMA to the contractor.
- Replace the bound volumes of study guides with shorter, loose-leaf guides to be distributed to users with the films.
- Redesign the audience response form to tap only areas of greatest concern and use this feedback as a systematic and ongoing user needs assessment.
- Keep records of requests and bookings by individual account number; periodically identify inactive accounts and take steps to reactivate or replace them.
- Monitor film usage by curriculum area and by interest level to shape the collection more closely to user demand.
- Develop a standard BICS procedure manual for use by depositories.

Highlights of Recommendations for Theatrical Captioned
Films

- Subject film nominations from all sources to systematic review and evaluation prior to selection.
- Document the criteria used in nominating, evaluating, and selecting theatrical films.
- Bring TCF booking practices into line with the procedures described by the contractor and document the booking decisions to explain discrepancies between requests and bookings.
- Redesign shipping forms to collect and assess audience response to the films and the service.
- Keep records of requests and bookings by individual account holder numbers and according to uniform categorization of user groups. Develop a standard by which to judge the adequacy of film inventories for meeting user demand.
- Document all time and dollar costs related to present shipping methods to identify methods that will satisfy users, while allowing maximum circulation of the TCF collection.

A summary listing of the reports and documents suggested by the performance monitoring system is presented below. We suggested that these documents need not necessarily be separate, formal reports, but could be sections in an annual report, manuals, informal compilations of data, or annotated computer printouts. The

suggested reports were intended to present a cohesive picture of program operations to program management for their review and consideration.

ECF	TCF
Needs assessment report	Feedback report on audience response/ shipping form
Film evaluation report	Film nomination and evaluation report
Film selection report	Film selection report
Captioning report	Captioning report
Outreach and promotion report	Account registration and activity report
Procedural manuals (FILMSHARE & BICS)	Booking report
Usage report	Inventory report
Shipping report	Shipping report
Damage report	Loss and damage report

The proposed performance monitoring system was intended to avoid imposing undue time or cost burdens on the Captioned Films Program or its contractors. To the greatest extent possible, the system relied on then current procedures and already collected data. Most of the changes recommended pertained to organizing and examining these data in new or different ways. Much of the new data requested was already in the program's various computer information systems -- the TCF booking system, FILMSHARE, and BICS. In some cases, new computer programs would have

to be written in order to retrieve the information in the format suggested by the performance monitoring system. In the case of film requests by TCF users, new data would need to be added to existing computerized information systems. However, greater reliance on computerized record systems would streamline the process of data summary and reporting.

Examples of the prototype models and performance monitoring charts for ECF selection and captioning are presented in Appendix A.

Use of the Performance Monitoring System

In FY-83, the Captioned Films Loan Service for the Deaf moved from its longtime location to a new division within SEP. While the branch chief responsible for the overall program management moved with the program, the new division director and program staff had not had the benefit of ongoing involvement in the EA/RFA process. The validity of the process exists, in part, in the degree to which the resulting improvements can be sustained. The new performance monitoring system was key to sustaining the improvements that had been made in the Captioned Films Program.

We held meetings with the director, branch chief, and program staff of the new division to explain the evaluation process that the program had been undergoing for ten months. The EA and RFA Final Reports were reviewed and discussed, and compared with the new procurements which had, by that time, been issued. We then reviewed, piece by piece, the suggested performance monitoring system with the project officer newly responsible for the program.

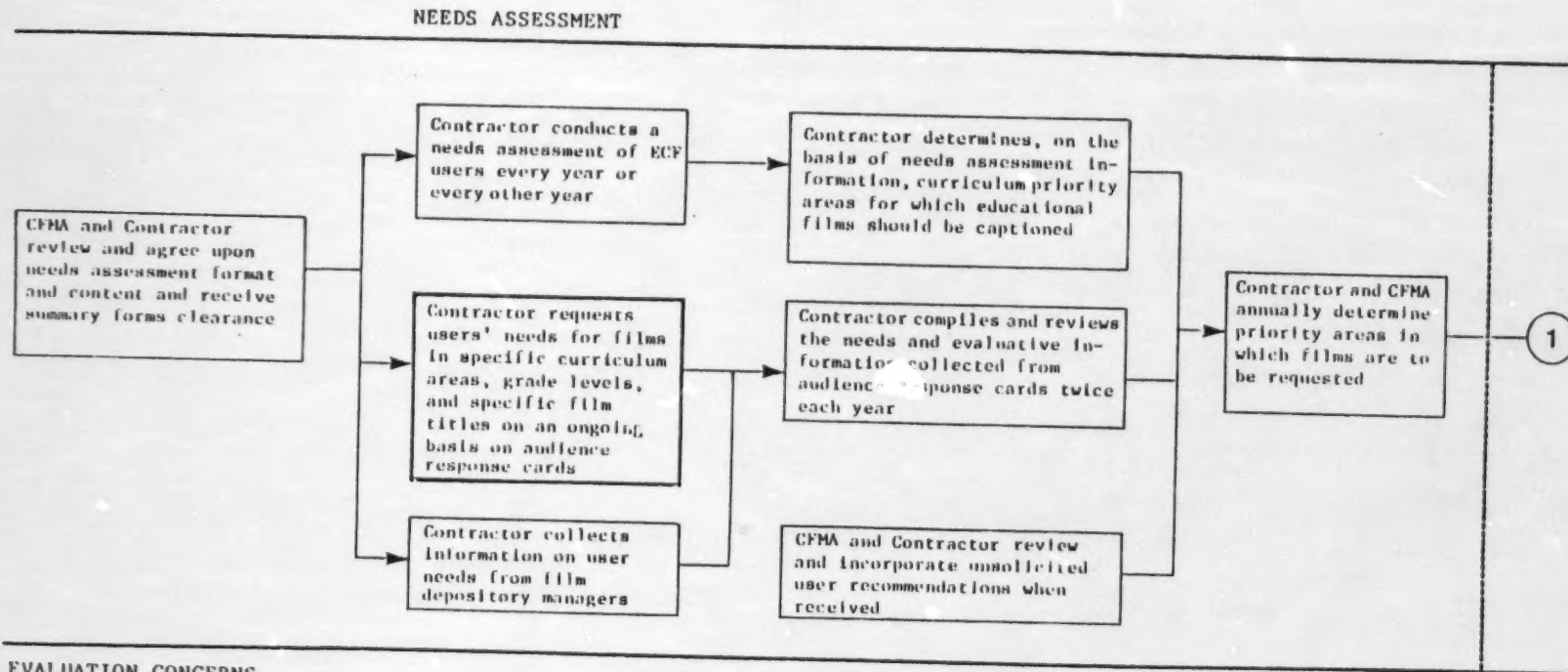
The new division director and project officer decided to implement the performance monitoring system in whole. Copies of the prototype models and performance monitoring charts were distributed to all SEP staff associated with the program. In addition, copies of the prototype models (which also described the evaluation questions, and hence the evaluative data to be collected during each program activity) were distributed to the Captioned Films contractors to guide their operations.

CONCLUSIONS

The evaluability assessment, rapid feedback assessment, and performance monitoring system described in this paper took eleven months to complete. The information produced during the assessment process was used by SEP to understand the complexities of how the Captioned Films Loan Service for the Deaf actually functioned, and to change the program where it was disfunctional. By incorporating recommended program modifications into the new Captioned Films' procurements, SEP was able to go some way toward ensuring that the improvements made in program function would continue. By asking for, and then implementing a new performance monitoring system, SEP was able to go the rest of the way toward assuring that the Captioned Films Loan Service for the Deaf would function effectively, and that measurement data would be collected regularly, allowing program operations to be modified and updated whenever necessary.

APPENDIX A

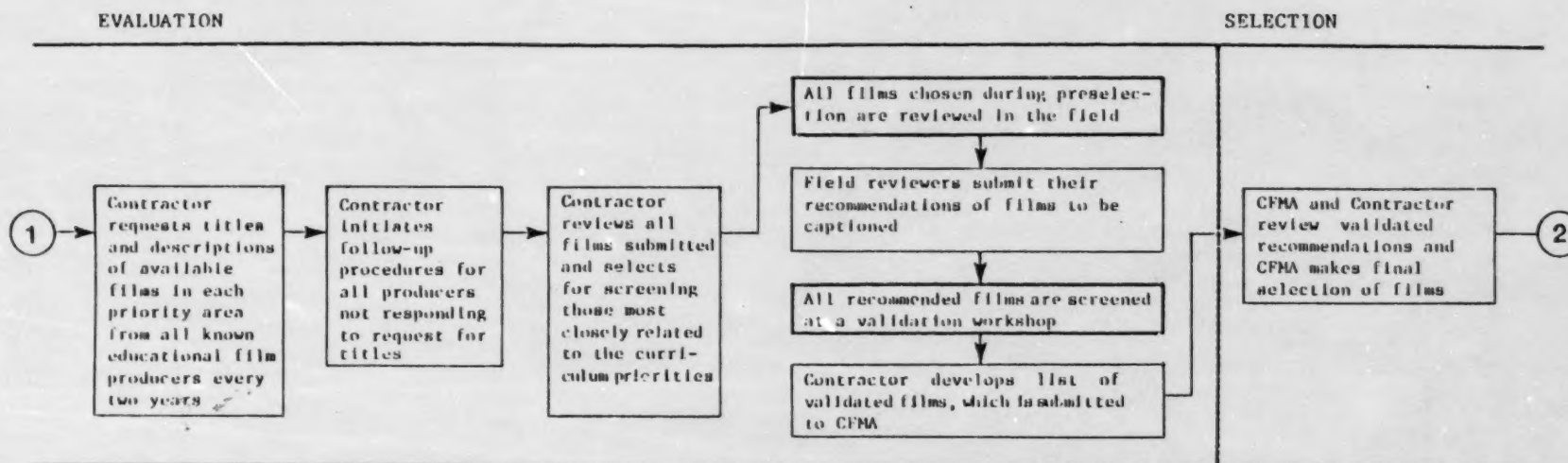
Prototype Model: ECF Selection and Captioning



EVALUATION CONCERNS

- Does the needs assessment gather information from a representative sample of users?
- Does the needs assessment collect information that lends itself to development of valid curriculum priorities?
- How is the needs assessment information used to generate priority areas?
- Are audience response card data compiled and reviewed twice per year?
- Are response card data demonstrably used to re-evaluate current ECF, and to identify curriculum needs and films for assessment and evaluation?

Prototype Model: ECF Selection and Captioning (continued)



EVALUATION CONCERNS

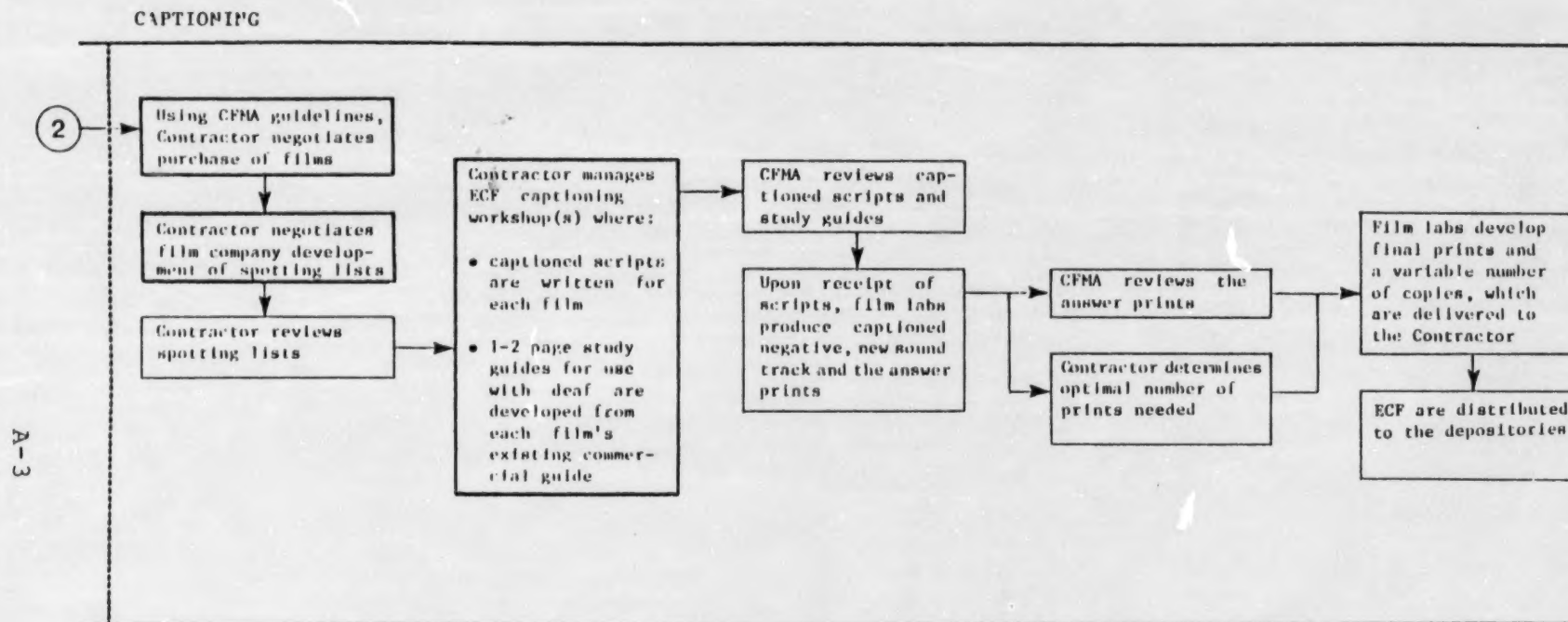
- How effectively is a follow-up procedure used to ensure that all film producers have responded to the request for films?

- Are the film preselection criteria specified and used consistently by Contractor staff?
- How many films are eliminated during preselection?
- What are the costs of preselection?

- Are the criteria used to evaluate films for captioning clear and comprehensive?
- Are the criteria used reliably and consistently by field reviewers?
- Is the training provided to reviewers adequate?
- What are the total and unit costs of field evaluation?
- Are the criteria used to select films at the validation workshop used consistently and reliably?
- How many films are accepted/rejected?
- What are the costs of the validation workshop: per film evaluated/per film accepted?

- Are films categorized by curriculum priority throughout the evaluation and selection process?
- How many curriculum priorities are addressed by the films selected?
- What criteria are used to make the final film selection?
- How many films are rejected during the final review?

Prototype Model: ECF Selection and Captioning (continued)



A-3

EVALUATION CONCERNS

- Are the negotiation guidelines adequate for effective use by the Contractor?
- What criteria does the Contractor use to ensure the adequacy of the ECF spotting lists?
- What is the time and dollar cost of the captioning workshop?
- What are the costs of the caption writing/study guide components of the entire workshop, per film?
- In what ways does CFMA ensure quality film prints for the least cost?
- Are criteria for review of study guides specified?
- What proportion of study guides pass review?
- What criteria are used to judge the quality of the answer prints?
- What method is used to determine the number of prints needed per film?
- What method is used to determine which films are distributed to which depositories?

ECF SELECTION AND CAPTIONING: PERFORMANCE MONITORING CHART

Document	Purpose	Contents	Status (11/82)	Special Use	Delivery
Needs Assessment Report	To document and describe the procedures and results of the needs assessment process	• Number (%) of ECF users surveyed and responding to assessment out of the total user population and by user category	Currently done, except for summaries by user category		Annual: to be delivered and reviewed during joint contractor/CFMA meeting prior to film evaluation
	It should be used to answer these evaluation questions: • Does the needs assessment gather information from a representative sample of users? • Does the needs assessment solicit information that lends itself to development of valid curriculum priorities? • How is the needs assessment information used to generate priority areas? • Are audience response card data compiled and reviewed regularly?	• Description of the procedures and criteria used to generate curriculum priorities from the assessment data • Results of the assessment • Synthesis of the audience response card summaries • Chart specifying the source(s) of each curriculum priority; needs assessment; audience response cards; unsolicited recommendations; other	Available from several documents/Not organized Currently done Raw data collected/Not currently summarized Not currently done		
Film Evaluation Report	The report should be used to answer these evaluation questions: • How effectively is a follow-up procedure used to ensure that all film producers have responded to the request for films? • Are the film preselection criteria specified, and used consistently by Contractor staff? • How many films are eliminated during preselection? • What are the costs of preselection? • Are the criteria used to evaluate films for captioning clear and comprehensive? • Are the criteria used reliably and consistently by field reviewers? • Is the training provided to reviewers adequate?	• Number of film producers contacted; number (%) responding; number of follow-up requests sent to those not responding; number (%) responding to follow-up • Criteria used during preselection • Summary of training provided to field evaluators • Criteria used to evaluate films • List of films evaluated in the field (grouped by priority area) with the ratings from each field site • Number (%) of films recommended for validation; number (%) rejected • Criteria used to review films at validation workshop	Most information currently available from several sources/Not documented or organized Exist/Not currently documented Currently available Currently available Most information is currently available/Not reported as requested here Currently available Currently available	The film evaluation report should enable CFMA to monitor and document the effectiveness and accuracy of the evaluation process. It should be used to update and assess the relative merits and costs of each step of the process.	Annual

A-4

ECF SELECTION AND CAPTIONING: PERFORMANCE MONITORING CHART - continued

Document	Purpose	Contents	Status (11/82)	Special Use	Delivery
Film Evaluation Report - continued	What are the total and unit costs of field evaluation?	- List of films reviewed at validation workshop (grouped by priority area) with each review group's rating and contractor's summary rating - Number (%) of films recommended/Not recommended for captioning - Budget breakdown for entire evaluation process, detailing: - time and dollar costs for preselection activity - costs of field evaluation	Most information is currently available/Not reported as requested here Currently available Most information is currently available/Not reported as requested here		
Film Selection Report	To document the final film selection process These questions should be answered: - Are films categorized by curriculum priorities throughout the process? - How many curriculum priorities are addressed by the films selected? - How many films were rejected during the final review? - What criteria are used to make the final film selection?	- List of films selected from recommendations (grouped by curriculum priority) - Criteria used for final selection - List of films rejected during final selection with reason given for each - List of curriculum priorities not met by selected films	Information available/Not organized as requested here Exist/Not documented Exists/Not documented Information available/Not currently reported		Annual - incorporated into the film evaluation report
Captioning Report	To answer these questions: - Are the negotiation guidelines adequate for effective use by the contractor? - What criteria does the contractor use to ensure the adequacy of the ECF spotting lists? - What is the time and dollar cost of the captioning workshop?	- Criteria used to review spotting lists - Budget breakdown for captioning workshop, including: - total costs - costs of caption writing as % of total and per film - costs of study guide writing as % of total and per film - time required for workshop	Exist/Not documented Currently available		Annual

ECF SELECTION AND CAPTIONING: PERFORMANCE MONITORING CHART - continued

<u>Document</u>	<u>Purpose</u>	<u>Contents</u>	<u>Status (11/82)</u>	<u>Special Use</u>	<u>Delivery</u>
Captioning Report - continued	• In what ways does CFMA ensure quality film prints for the least cost? • Are criteria for review of study guides (Lesson Guides) specified? • What proportion of study guides pass review? • What criteria are used to judge the quality of the answer prints? • What method is used to determine the number of prints needed per film? • What method is used to determine which films are distributed to which depositories?	• Criteria used to judge quality of answer prints • Method used to determine number of prints needed per film with list of number of prints ordered	Not documented Currently available		